

Anderson 4 School District

P. O. Box 545
Pendleton, SC 29670

Grades	PK-12 District	
Enrollment	2,849 Students	
Superintendent	Mr. Maurice Lopez, Interim	864-646-8000
Board Chair	Dr. Tom Dobbins	864-646-8000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average*
2007	Average	Average
2006	Average	Average
2005	Good	Excellent
2004	Good	At-Risk

* The District's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

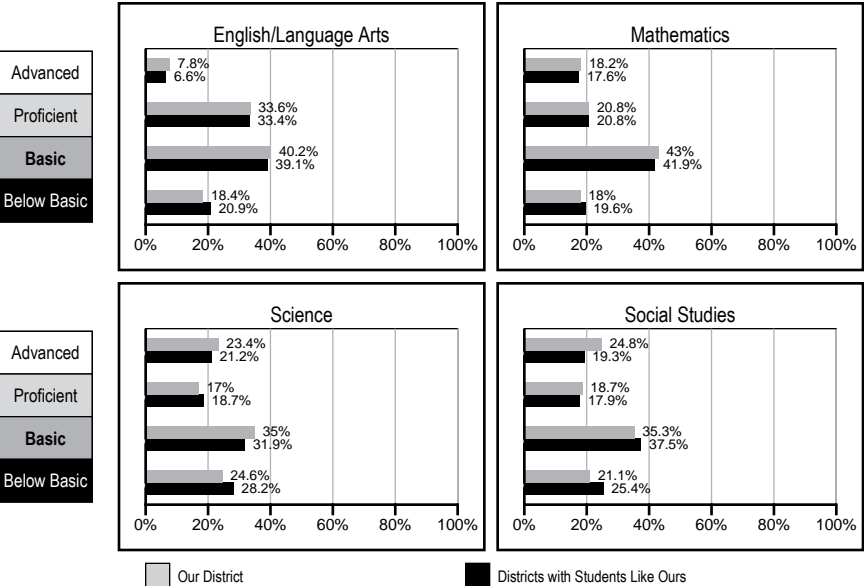
97.0%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	11	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

Percent	Our District			Districts with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed both subtests	80.6	87.3	89.7	78.1	81.2	84.1
Passed 1 subtest	9.7	10.7	10.3	10.3	10.6	9.2
Passed no subtests	9.7	0.2	0	11.6	8.2	7.2

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	77.0	75.3
English 1	70.3	66.4
Physical Science	66.2	55.4
All Subjects	72.2	65.6

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=2,849)				
First graders who attended full-day kindergarten	99.1%	Down from 100.0%	98.5%	98.9%
Retention rate	3.9%	Up from 3.8%	3.1%	4.0%
Attendance rate	96.2%	Up from 95.9%	95.8%	95.6%
Eligible for gifted and talented	12.1%	Up from 11.6%	15.7%	11.4%
With disabilities other than speech	12.9%	Up from 11.9%	9.4%	10.5%
Older than usual for grade	3.5%	Up from 1.7%	3.4%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.3%	0.8%	0.8%
Enrolled in AP/IB programs	21.5%	Up from 13.5%	17.5%	10.3%
Successful on AP/IB exams	27.6%	N/A	49.2%	56.0%
Eligible for LIFE Scholarship	42.1%	Up from 41.2%	40.2%	31.1%
Enrolled in adult education GED or diploma programs	20	Down from 21	60	48
Completions in adult education GED or diploma programs	6	No Change	49	27
Annual dropout rate	5.0%	Up from 4.4%	3.8%	3.8%
Teachers (n=210)				
Teachers with advanced degrees	54.3%	Up from 47.5%	57.6%	54.8%
Continuing contract teachers	80.0%	Up from 73.3%	78.5%	73.9%
Teachers with emergency or provisional certificates	1.8%	No Change	2.8%	5.0%
Teachers returning from previous year	87.6%	Up from 87.4%	90.8%	88.8%
Teacher attendance rate	94.9%	Down from 95.3%	95.2%	94.9%
Average teacher salary	\$45,107	Up 4.8%	\$46,379	\$45,107
Vacancies for more than nine weeks	1.0%	Up from 0.0%	0.1%	0.5%
Professional development days/teacher	9.2 days	Down from 13.1 days	14.2 days	15.2 days
District				
Superintendent's years at district	4.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 23.5 to 1	21.1 to 1	20.2 to 1
Prime instructional time	90.9%	Down from 91.1%	89.5%	89.1%
Dollars spent per pupil*	\$8,923	Up 3.3%	\$8,088	\$8,666
Percent of expenditures for teacher salaries*	51.8%	Up from 50.8%	54.3%	53.1%
Percent of expenditures for instruction*	54.0%	Up from 53.2%	58.5%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	94.6%	Down from 100.0%	98.6%	98.2%
Number of schools	6	Up from 5	15	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	Down from 2.2%	5.5%	4.3%
Average age in years of school facilities	14 Years	No Change	22 Years	26 Years
Number of schools with SACS accreditation	6.0	Up from 5.0	13.0	8.0
Average administrator salary	\$81,178	Up 9.6%	\$75,224	\$76,032

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	160	98.1%	655	77.6%	199	74.4%	No
Gender							
Male	74	97.3%	375	77.6%	85	77.6%	N/A
Female	86	98.8%	280	77.5%	92	88.0%	N/A
Racial/Ethnic Group							
White	116	98.3%	517	82.6%	133	82.7%	N/A
African American	40	97.5%	125	56.8%	39	84.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	10	70.0%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	16	81.3%	78	39.7%	20	60.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	57	98.2%	282	66.7%	68	72.1%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	98.1%	94.3%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	199	807
Number of Diplomas	148	588
Rate	74.4%	76.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	480	518	491	531	461	490	971	1050		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	17.8	20.7	19.4	21.4	19.5	21.7	18.7	20.8	19.0	21.3
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	30.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

In Anderson School District Four, we continue our quest as a World-Class, Lighthouse School District to be a learning community. We strive for excellence, and hope to become the light for each and every child so that they might reach their potential as unique human beings.

Throughout the six neighborhood schools and our Family Learning Center is a quality source of learning with a focus on student excellence. "Every Child. Every Opportunity." This is the motivation that inspires what we do.

We are proud of such accomplishments as three schools being named National Blue Ribbon Lighthouse Schools (Pendleton Elementary, Riverside Middle, and Townville Elementary); Pendleton High's HSAP scores ranking 14th in the state; Riverside Middle being named a Carolina's First Palmetto's Finest School; and La France Elementary's We Are Family Program, where every adult is a mentor to children. And we continue to keep our sights on creating a world-class learning environment.

At the core of work are our district goals. These include every child reading at or above grade level by the end of third grade, each child being prepared for the next grade, and each child graduating from high school. Clear goals. Clear direction. Clear commitment.

As we celebrate the many successes in our district, our theme "Each Child. Every Opportunity" provides the framework for Anderson Four to continue demonstrating world class attributes. In Anderson Four, our mission is to be the place where great things happen each day for each child.

World-class teaching and world-class learning. This is the very fabric that makes up every effort given, every day. It's who we are. It's where we are going!

Dr. Gary Burgess, Superintendent

Dr. Tom Dobbins, School Board Chairman

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	N/A
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N/A

Title I Schools' School Improvement Status

School	Status
Pendleton Elementary	CSI

The Anderson 4 School District consists of 6 public schools with 1 of these schools, or 16.7%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

PACT Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)										
All Students	1288	99.9	18.3	40.3	33.6	7.8	53.4	48.2	Yes	Yes
Gender										
Male	696	100.0	21.6	40.5	30.9	7.0	49.5	41.7	N/A	N/A
Female	592	99.8	14.4	39.9	36.8	8.9	58.0	55.0	N/A	N/A
Racial/Ethnic Group										
White	991	99.9	14.5	40.1	36.1	9.3	58.0	60.0	Yes	Yes
African American	250	100.0	30.7	41.1	26.4	1.7	37.2	31.7	No	Yes
Asian/Pacific Islander	16	100.0	23.1	15.4	38.5	23.1	61.5	70.4	I/S	I/S
Hispanic	31	100.0	37.9	48.3	10.3	3.4	34.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	227	100.0	54.5	33.5	6.2	5.7	18.2	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	18	100.0	68.8	31.3	N/A	N/A	6.3	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	595	99.8	27.8	42.1	25.8	4.3	40.1	34.0	No	Yes
Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)										
All Students	1288	99.8	17.9	43.0	20.8	18.2	51.4	45.8	Yes	Yes
Gender										
Male	696	100.0	18.0	40.5	22.2	19.3	54.0	45.6	N/A	N/A
Female	592	99.7	17.7	46.0	19.2	17.0	48.2	45.9	N/A	N/A
Racial/Ethnic Group										
White	991	99.8	13.7	41.9	23.6	20.8	56.6	59.0	Yes	Yes
African American	250	100.0	33.3	49.8	10.0	6.9	31.2	26.9	Yes	Yes
Asian/Pacific Islander	16	100.0	15.4	7.7	38.5	38.5	76.9	71.3	I/S	I/S
Hispanic	31	100.0	27.6	41.4	13.8	17.2	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	227	100.0	46.9	38.8	8.1	6.2	21.1	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	18	100.0	43.8	43.8	12.5	N/A	18.8	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	595	99.7	26.6	47.0	17.4	9.0	38.0	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
Science										
All Students	854	99.8	24.6	35.0	17.0	23.4	40.4	35.7	96.3	96.1
Gender										
Male	461	99.8	23.6	32.4	14.4	29.6	44.0	37.4	96.2	96.0
Female	393	99.8	25.6	38.2	20.1	16.2	36.2	33.8	96.4	96.3
Racial/Ethnic Group										
White	657	99.7	18.7	34.3	19.6	27.4	46.9	49.2	96.1	96.0
African American	164	100.0	44.4	39.1	8.6	7.9	16.6	17.0	97.0	96.2
Asian/Pacific Islander	14	100.0	36.4	27.3	9.1	27.3	36.4	58.0	97.3	97.3
Hispanic	19	100.0	47.1	29.4	5.9	17.6	23.5	24.9	96.3	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	69.8	94.6
Disability Status										
Disabled	145	100.0	57.9	26.3	6.8	9.0	15.8	14.0	95.7	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
Limited English Proficient										
Limited English	13	100.0	72.7	18.2	9.1	N/A	9.1	24.4	96.8	96.8
Socio-Economic Status										
Subsided meals	396	99.8	37.7	36.8	12.5	13.1	25.5	21.1	95.6	95.6

Social Studies

All Students	848	99.9	21.0	35.4	18.8	24.8	43.6	34.0	96.3	96.1
Gender										
Male	458	100.0	20.2	30.9	21.6	27.2	48.8	36.6	96.2	96.0
Female	390	99.7	22.0	40.7	15.3	22.0	37.3	31.3	96.4	96.3
Racial/Ethnic Group										
White	637	99.8	16.9	34.3	20.8	28.0	48.8	44.5	96.1	96.0
African American	180	100.0	31.4	41.4	13.0	14.2	27.2	19.1	97.0	96.2
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.3	97.3
Hispanic	22	100.0	47.6	28.6	14.3	9.5	23.8	27.5	96.3	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	69.8	94.6
Disability Status										
Disabled	150	100.0	43.6	32.1	10.0	14.3	24.3	14.4	95.7	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
Limited English Proficient										
Limited English	13	100.0	69.2	15.4	7.7	7.7	15.4	27.3	96.8	96.8
Socio-Economic Status										
Subsided meals	397	99.8	31.8	36.4	16.3	15.5	31.8	21.0	95.6	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	199	100.0	16.7	30.6	44.6	8.1	52.7
	4	215	100.0	14.7	42.6	37.3	5.4	42.6
	5	222	99.6	18.8	52.9	27.4	1.0	28.4
	6	214	100.0	19.2	36.0	33.0	11.8	44.8
	7	221	100.0	22.9	50.7	17.9	8.5	26.4
2008	8	213	100.0	22.7	44.4	27.3	5.6	32.8
	3	220	100.0	10.0	29.4	48.3	12.4	60.7
	4	198	99.5	17.3	26.3	49.7	6.7	56.4
	5	217	100.0	18.5	49.0	29.0	3.5	32.5
	6	212	100.0	19.4	43.9	29.6	7.1	36.7
2008	7	220	100.0	21.7	43.0	28.0	7.2	35.3
	8	221	100.0	22.8	48.5	18.8	9.9	28.7
Mathematics								
2007	3	199	100.0	19.4	54.3	15.6	10.8	26.3
	4	215	100.0	17.2	45.1	22.1	15.7	37.7
	5	222	99.6	20.7	49.5	17.3	12.5	29.8
	6	214	100.0	19.2	43.8	22.2	14.8	36.9
	7	221	100.0	14.9	48.8	19.9	16.4	36.3
2008	8	213	100.0	21.2	48.5	18.2	12.1	30.3
	3	220	100.0	14.4	53.7	17.9	13.9	31.8
	4	198	99.5	16.2	33.5	24.0	26.3	50.3
	5	217	100.0	12.0	39.5	32.5	16.0	48.5
	6	212	100.0	19.4	35.7	20.4	24.5	44.9
2008	7	220	99.6	19.3	43.5	16.9	20.3	37.2
	8	221	100.0	25.7	51.0	13.9	9.4	23.3
Science								
2007	3	99	100.0	24.4	37.8	28.9	8.9	37.8
	4	215	100.0	23.0	33.0	22.5	21.5	44.0
	5	113	100.0	31.1	26.2	22.3	20.4	42.7
	6	108	100.0	28.4	30.4	27.5	13.7	41.2
	7	221	100.0	22.8	39.6	19.3	18.3	37.6
2008	8	110	100.0	21.8	40.6	16.8	20.8	37.6
	3	113	100.0	14.7	39.2	25.5	20.6	46.1
	4	198	99.5	30.2	34.6	12.3	22.9	35.2
	5	108	100.0	23.2	32.3	10.1	34.3	44.4
	6	107	100.0	31.3	30.2	14.6	24.0	38.5
2008	7	216	100.0	25.4	38.0	16.6	20.0	36.6
	8	112	99.1	17.8	32.7	26.7	22.8	49.5
Social Studies								
2007	3	100	100.0	10.4	36.5	28.1	25.0	53.1
	4	215	100.0	17.0	35.0	24.0	24.0	48.0
	5	112	100.0	37.3	34.3	16.7	11.8	28.4
	6	108	100.0	11.1	33.3	25.3	30.3	55.6
	7	221	99.6	33.5	38.6	10.2	17.8	27.9
2008	8	103	100.0	15.5	53.6	20.6	10.3	30.9
	3	108	100.0	6.0	40.0	28.0	26.0	54.0
	4	198	99.5	15.6	22.9	24.0	37.4	61.5
	5	109	100.0	17.8	37.6	18.8	25.7	44.6
	6	107	100.0	16.7	50.0	18.6	14.7	33.3
2008	7	217	100.0	38.3	25.7	9.7	26.2	35.9
	8	109	100.0	17.8	55.4	18.8	7.9	26.7

Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)										
All Students	203	99.5	5.1	27.0	35.2	32.7	78.1	69.7	Yes	Yes
Male	103	99.0	8.2	28.6	35.7	27.6	75.5	64.6	N/A	N/A
Female	100	100.0	2.0	25.5	34.7	37.8	80.6	74.8	N/A	N/A
White	155	99.4	4.7	22.7	34.0	38.7	82.0	81.7	Yes	Yes
African American	42	100.0	4.9	41.5	41.5	12.2	65.9	53.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	31	100.0	19.4	38.7	19.4	22.6	51.6	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	87	100.0	9.5	28.6	35.7	26.2	71.4	55.1	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	203	99.5	4.1	25.5	34.7	35.7	77.6	67.2	Yes	Yes
Male	103	99.0	3.1	25.5	32.7	38.8	80.6	66.3	N/A	N/A
Female	100	100.0	5.1	25.5	36.7	32.7	74.5	68.0	N/A	N/A
White	155	100.0	4.6	21.9	33.8	39.7	79.5	79.6	Yes	Yes
African American	42	97.6	2.5	37.5	37.5	22.5	72.5	49.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	31	100.0	16.1	32.3	29.0	22.6	51.6	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	3	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	87	100.0	4.8	34.5	34.5	26.2	69.0	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	209	98.6	46.4	24.9	11.0	16.3	N/A	N/A	N/A	N/A
Male	116	98.3	46.6	24.1	12.9	14.7	N/A	N/A	N/A	N/A
Female	93	98.9	46.2	25.8	8.6	18.3	N/A	N/A	N/A	N/A
White	169	98.2	40.2	26.6	12.4	18.9	N/A	N/A	N/A	N/A
African American	36	100.0	72.2	16.7	5.6	5.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	24	95.8	79.2	8.3	8.3	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	92	98.9	63.0	19.6	9.8	6.5	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	210	96.2	2.6	27.3	33.5	36.6	77.8	70.7
	2008	203	99.5	5.1	27.0	35.2	32.7	78.1	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	210	94.8	9.9	23.6	32.5	34.0	77.0	62.2
	2008	203	99.5	4.1	25.5	34.7	35.7	77.6	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.2%	0.0%	No
Student attendance rate, grades K-8	96.2%	94.0%	Yes

* Or greater than last year